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SUMMARY REPORT ON PERFORMANCE OF HIGH-SCHOOL HONORS STUDENTS, SPRING, 1963 - SUMMER, 1967.

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A STUDY WAS MADE OF THE ACADEMIC PERFORMANCE OF HIGH SCHOOL HONOR STUDENTS WHO WERE ALLOWED TO ENROLL IN LOS ANGELES CITY COLLEGE TO TAKE STANDARD TRANSFERABLE COURSES OF COLLEGE LEVEL PRIOR TO HIGH SCHOOL GRADUATION. PERFORMANCE DATA AND GRADE POINT AVERAGES WERE GROUPED FOR EACH HIGH SCHOOL AND FOR EACH DEPARTMENT OR SUBJECT AREA. ON THE SCHOOL AND COLLEGE ABILITY TESTS (SCAT), THE RANGE OF VERBAL SCORES WAS FAR WIDER THAN THE RANGE IN QUANTITATIVE SCORES, SINCE 20 PERCENT OF THE STUDENTS CAME FROM BILINGUAL HOMES. THE CORRELATION BETWEEN SCAT SCORES AND COURSE GRADES WAS SIMILAR TO THAT FOUND IN THE GENERAL STUDENT BODY. SINCE MOST OF THE STUDENTS IN THIS PROGRAM DID VERY WELL, THE WRITER CONCLUDES THAT THE PROGRAM IS A SUCCESSFUL DEVICE FOR PROVIDING HIGH SCHOOL SENIORS THE OPPORTUNITY FOR ADVANCED STANDING. TABLES SUMMARIZE ENROLLMENT AND PERFORMANCE DATA BY SESSION, BY SUBJECT, AND BY HIGH SCHOOL, AND SHOW THE SCAT RAW SCORES IN RELATION TO GRADES EARNED. (HH)

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LOS ANGELES CITY COLLEGE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Research Study #69-10

UNIVERSITY OF CALIF.
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PURPOSE OF THE STUDY

Since 1960, Los Angeles City College has been offering course work to high-school seniors recommended by their principals. These students may enroll in a maximum of five weekly clock-hours of college work during a regular semester, or in six units during a summer session. Ordinarily, the classes taken are standard transferable courses, for which the students come at the beginning or end of their high-school class day. Los Angeles City College Counseling Center Research Studies Nos. 61-10 and 63-16 summarized enrollment and performance of these students during the first six semesters of the operation of the program. The present study concerns performance data on the students since that period. Summer enrollments were permitted for the first time in 1964, so that the sessions included here are 4 summer sessions, 4 fall semesters, and 5 spring semesters. In addition to making a grade summary, it seemed desirable to analyze SCAT entrance examination scores for these students in relation to their course performance.

PROCEDURE OF THE STUDY

Enrollment and performance data from the files of the Counseling Center and from the Office of Admissions and Records were obtained and summarized. The only courses included are those taken while attending the College before high-school graduation, even though many of these people returned for additional courses for one or more sessions after graduation. (Counseling Center Research Study No. 64-11 showed that approximately 50% of the Honors Students do this.)

RESULTS OF THE STUDY

Table 1 presents the enrollment and grade-point data in columns by date of the sessions involved. In the table, 439 student enrollments from 13 high schools are summarized, of which 73 (17%) represent enrollments of students on the Honors program for a second semester or for an additional summer.

Of the initial enrollments, 8% withdrew without penalty, mainly during the first month of the session. Of the remaining 404 enrollments, 440 courses were completed, a mean of 3.32 units per course, with a grade-point average of 3.02 overall. By sessions, the range of grade-point averages was from 2.63 to 3.39.

Table 2 summarizes the data by courses, grouped into the major academic areas of social science, communications. foreign language, humanities, mathematics, and natural science. The largest number of enrollments, 200, was in social science; the smallest, 26, in foreign language. The highest grade-point average, 3.47, was earned in foreign-language courses; the lowest, 2.93, in mathematics. Individual courses whose total enrollment was greater than 10 have been starred in table 2; among these nine courses, the average grade-point achievement ranges from 2.77 in Political Science 1 to 3.33 in Philosophy 1.

Table 3 presents unit totals and grade-point summary by high schools of origin. For schools whose students' units totaled more than 140, the grade-point averages ranged from 2.60 to 3.51.

Because of the selection procedure for high-school Honors students, there is not the wide range of tested abilities typical of the student body as a whole. Nevertheless, some study of course performance in relation

to SCAT scores seemed to be of interest. Table 4 is a scatter-diagram presenting the distribution of verbal, quantitative, and total raw scores in the SCAT according to grades earned. Scores were available for enrollees in 377 courses, or 85% of the total Honors enrollments. The mean grade-point achievement for this tested group was 3.06, as compared with one of 3.02 for the entire group.

In the conversion of SCAT raw scores into centiles on national norms, it was found that 27.3% of the tested group scored in the topmost verbal decile, while 40.2% scored in the uppermost quantitative decile. On SCAT total scores, 42.9% attained the top decile. The mean SCAT verbal score of 41.7 for this group places them in the 76th centile on national norms, while their quantitative raw-score mean of 42.0 locates them in the 79th centile. Their mean total score of 84.0 places them in the 84th centile. In contrast, the national norm centiles attained by the general LACC student-body on entrance attains a mean of approximately 39th centile on the verbal score, 28th on the quantitative score, and 31st on the total score.

Table 5 presents correlations between SCAT scores and course performance, both for the entire group and for three sets of courses where total enrollment justified analysis. Grades in English 1 and 2 correlated to a small positive degree only with SCAT raw scores (V. 10, Q. 21, and T. 11). Mathematics course grades showed a slightly higher set of correlations (V. 15, Q. 22, and T. 35). Psychology 1 grades correlated with SCAT scores to a level much as the entire group in all courses did. Psychology correlations were V. 37, Q. 24, and T. 35, while the entire group's correlations with course grades were V. 34, Q. 20, and T. 33.

DISCUSSION

During the first six semesters of the High-School Honors program, the overall grade-point average of the 194 students enrolled was 3.27.* In the 13 sessions since that time, 439 students have achieved an average of 3.02 grade points. While this represents a drop in grade average, it still is a very creditable achievement on the part of many students in their first college experience. When grade-point averages of each high school are considered, their rank order corresponds roughly to the socioeconomic level of the neighborhoods in which the schools lie. When grades are presented by departments or subject areas, there appear to be no "undesirable" courses as judged by grade-point averages.

The range of verbal SCAT scores is far wider than that of quantitative scores. Much of this range is due to the fact that approximately 20% of the students in the program come from bilingual homes (the majority of these Chinese or Japanese, a few Spanish). In such cases, the quantitative score is often significantly higher than the verbal score, and the course performances may vary according to the need in a specific course for a broad functional vocabulary. Dr. Benjamin Gold, Director of Research for the College, has observed that the size of the SCAT score-course grade correlations as seen in this group as a whole, and the correlations with Psychology 1 grades, is quite similar to the size of the correlations for the LACC student body as a whole. Such results are not sufficiently high for predictive usage of SCAT, but individual students in the Honors program have been counseled, and will continue to be advised, to choose another class if their V or Q scores seem inappropriate for success in the class of their original choice.

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* Partin, Agnes E. Six semester summary report on High-School Honors Program Spring 1960-Fall, 1962. LACC Counseling Center Research Study #63-16. June, 1963

RECOMMENDATIONS

Since the great majority of the students taking courses under the High-School Honors program perform very well, it is a successful device for providing seniors the opportunity for advanced standing upon receipt of the high-school diploma.. The methods of selection of students who are sent to this campus are apparently good, on the whole. Whether or not the college experience is a gratifying one, judged after further college to have been worthwhile, has never been ascertained from Honors students who have attended LACC. Such a study is contemplated.

TABLE I - Enrollment and Performance, Summarized by Session

	S '63	F'63	S'64	SS'64	F'64	S'65	SS'65	F'65	S'66	SS'66	F'66	S'67	SS'67	Totals	%
Students Enrolled	45	34	40	10	35	37	9	36	56	35	32	43	27	439	
New	40	32	34	6	30	27	9	24	48	29	26	30	27	366	83% of 439
Continuing	5	2	6	4	5	10	0	8	8	6	6	13	0	73	17% of 439
Males	23	17	12	9	19	15	5	20	23	21	22	29	14	229	52% of 439
Females	22	17	28	1	16	22	4	16	33	14	10	14	13	210	48% of 439
B 12	2	9	11	3	17	8	6	13	14	25	19	5	10	142	32% of 439
A 12	43	25	29	7	18	29	3	23	42	10	13	38	17	297	68% of 439
No. of High Schools Represented	6	6	6	5	7	7	3	6	7	9	7	8	5	13	
Students Withdrawn	1	0	3	4	4	3	1	5	1	3	2	3	6	36	8% of 439
Students Completing	44	34	37	7	31	34	8	31	55	32	30	40	21	404	92% of 439
Courses Completed	44	35	37	9	31	37	13	32	59	38	35	43	27	440	
Units Completed	147	109	114	30	102	121	39	119	201	120	116	141	83	1442	
Grade Points	419	331	330	88	345	410	123	313	618	346	353	444	229	4349	
Grade Point Average	2.85	3.04	2.90	2.94	3.38	3.39	3.15	2.63	3.06	2.88	3.04	3.14	2.76	3.02	

TABLE 2 - Enrollment and performance summarized by subject

Course and Units		Enrollment	GPA
Social Sciences			
* Anthropology 2	(3)	11	2.82
Economics 1	(3)	6	3.33
History 1	(3)	8	2.50
History 2	(3)	1	3.00
* History 11	(3)	11	3.00
History 12	(3)	1	3.00
* Political Science 1	(3)	13	2.77
Political Science 2	(3)	1	4.00
* Psychology 1	(3)	125	3.01
* Sociology 1	(3)	23	2.83
		200	2.95
Foreign Languages			
French 1	(4)	4	3.75
French 2	(4)	4	3.50
French 4	(4)	1	4.00
French 8	(2)	1	4.00
German 1	(4)	4	3.50
German 2	(4)	2	4.00
Italian 1	(4)	1	4.00
Japanese 1	(4)	3	2.33
Japanese 8	(2)	2	3.00
Russian 1	(4)	1	3.00
Spanish 1	(4)	2	3.50
Spanish 2	(4)	1	4.00
		26	3.47

Course and Units		Enrollment	GPA
Communications			
*English 1	(3)	48	3.08
English 2	(3)	3	3.00
English 21	(3)	1	1.00
English 23	(3)	3	3.00
Speech 1	(3)	2	2.50
		57	3.02
Humanities			
Art 3	(2)	1	3.00
Art 11	(2)	4	3.00
Art 20	(2)	2	3.00
Art 26	(2)	1	2.00
Music 32	(3)	4	3.75
*Philosophy 1	(3)	26	3.33
Philosophy 2	(3)	5	3.40
Theater Arts 5	(3)	2	3.00
		45	3.31
Natural Sciences			
*Anthropology 1	(3)	23	3.04
Astronomy 1	(3)	6	3.17
Biology 1	(3)	1	1.00
Biology 23	(3)	2	3.00
Geography 1	(3)	2	3.50
Geology 1	(3)	3	2.33
Psychology 2	(3)	6	2.89
		43	2.95

TABLE 2 - (continued)
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COURSE AND UNITS		Enroll-ment	G.P.A.
Mathematics			
Math. 3	(3)	4	3.50
Math. 4	(3)	1	3.00
Math. 5	(3)	1	4.00
*Math. 7	(5)	46	2.83
Math. 8	(5)	7	3.00
Math. 11	(4)	1	3.00
Math. 20	(5)	1	4.00
Math. 44	(2)	3	3.33
Statistics 1	(3)	1	4.00
		65	2.93
Miscellaneous			
Accounting 1	(4)	1	3
Accounting 2	(4)	1	2
Health 10	(2)	1	2.00
Psychology 20	(3)	1	2.00
		4	
All courses		440	3.02

* Courses with enrollment exceeding 10

TABLE 3 - Enrollment and Performance by High Schools

HIGH SCHOOL	Courses Completed	UNITS	EARNED Grade Points	G.P.A.
Belmont	120	422	1165	2.76
Alexander Hamilton	104	331	1068	3.23
Manual Arts	80	241	625	2.59
Hollywood	57	191	654	3.42
Fairfax	44	142	496	3.49
Benjamin Franklin	10	30	76	2.53
Los Angeles	6	19	64	3.37
John Marshall	5	18	66	3.67
Thomas Jefferson	3	13	31	2.38
Culter Academy	3	9	30	3.33
Abraham Lincoln	2	6	9	1.50
Dorsey	1	5	15	(3.00)
Gardena	1	4	16	(4.00)
Eagle Rock	1	3	9	(3.00)
Immaculate Heart	1	3	12	(4.00)
Hollywood Academy	1	3	9	(3.00)
Salesian	1	2	4	(2.00)
	440	1442	4349	3.02

TABLE 4 - SCAT Raw Scores in Relation to Grades Earned

Grade Point Average Means: 3.06 Standard Deviation GPA 0.83

VERBAL SCORE											
Course Grades	0-6	7-12	13-18	19-24	25-30	31-36	32-42	43-48	49-54	55-60	Totals
A			3	2	1	6	29	33	35	16	125
B		1	1	6	11	23	41	41	29	8	161
C				6	12	19	17	15	10	1	80
D				1	1	4		2		1	9
F						1	1				2
Totals	0	1	4	15	25	53	88	91	74	26	377

Verbal Score Mean 41.7 Standard Deviation 9.6

QUANTITATIVE SCORE											
Course Grades	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	Totals
A					1	4	5	14	39	62	125
B					3	8	14	26	52	58	161
C						11	9	10	24	26	80
D						1		2	6		9
F							1	1			2
Totals	0	0	0	0	4	24	29	53	121	146	377

Quantitative Score Mean 42.0 Standard Deviation 7.8

TOTAL SCORE											
Course Grades	0-11	12-22	23-33	34-44	45-55	56-66	67-77	78-88	89-99	100-110	Totals
A					1	5	13	27	56	23	125
B					4	12	28	60	46	11	161
C			1		2	16	17	24	14	6	80
D					1	3	2	2	1		9
F							1	1			2
Totals	0	0	1	0	8	36	61	114	117	40	377

Total Score Mean 84.0 Standard Deviation 13.6

TABLE 5 - Pearson Correlation Between SCAT Raw Scores and Grades

COURSES	No. of Students With SCAT Scores	GPA for these students	Correlations with SCAT Scores		
			Verbal	Quanti-tative	Total
All courses	377	3.06	.34	.20	.33
English 1-2	49	3.12	.10	.21	.11
Mathematics (all courses)	55	2.93	.15	.22	.21
Psychology 1	99	3.06	.37	.24	.35